

Scott's Branch Intermediate

1154 Fourth St.
Summerton, SC 29148

Grades 4-8 Middle School

Enrollment 416 Students

Principal Dr. Gwendolyn Harris 803-485-2043

Superintendent Dr. Rose H. Wilder 803-485-2325

Board Chair Mr. John D. Bonaparte 803-505-2222

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 0 | 0 | 0 | 4 | 22 |

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | Below Average | Good | No |
| 2005 | Unsatisfactory | Below Average | No |
| 2006 | Unsatisfactory | Below Average | No |

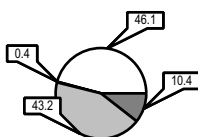
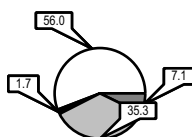
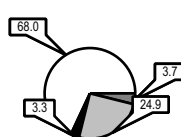
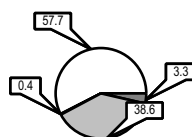
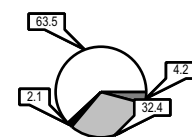
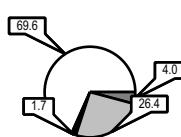
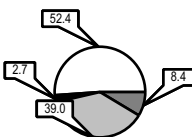
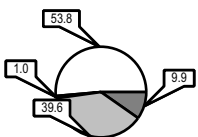
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

END OF COURSE TESTS

Percent of students scoring 70 or above on:

| | Our School | Middle Schools with Students Like Ours |
|--|-------------------|---|
| Algebra 1/Math for the Technologies 2 | 81.8 | 85.9 |
| English 1 | 88.9 | 72.7 |
| Biology 1/Applied Biology 2 | N/A | 48.5 |
| Physical Science | N/A | 24.8 |
| All Subjects | 86.2 | 77.7 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts – State Performance Objective = 38.2% | | | | | | | | | |
| All Students | 391 | 94.1 | 44.5 | 43.4 | 11.8 | 0.3 | 20.7 | No | Yes |
| Gender | | | | | | | | | |
| Male | 198 | 93.9 | 53.6 | 37.4 | 8.4 | 0.6 | 15.6 | N/A | N/A |
| Female | 193 | 94.3 | 35.4 | 49.4 | 15.2 | 0.0 | 25.8 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 10 | 80.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 373 | 94.4 | 45.6 | 43.6 | 10.5 | 0.3 | 19.8 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 307 | 99.3 | 35.0 | 50.8 | 13.8 | 0.3 | 24.2 | N/A | N/A |
| Disabled | 84 | 75.0 | 91.7 | 6.7 | 1.7 | 0.0 | 3.3 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 391 | 94.1 | 44.5 | 43.4 | 11.8 | 0.3 | 20.7 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 391 | 94.1 | 44.5 | 43.4 | 11.8 | 0.3 | 20.7 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 372 | 94.1 | 45.2 | 42.5 | 12.0 | 0.3 | 20.2 | No | Yes |
| Full-pay meals | 17 | 94.1 | 31.3 | 62.5 | 6.3 | 0.0 | 31.3 | N/A | N/A |

| | | | | | | | | | |
|--|-----|-------|------|------|-----|-----|------|-----|-----|
| Mathematics – State Performance Objective = 36.7% | | | | | | | | | |
| All Students | 391 | 94.1 | 57.7 | 33.6 | 6.7 | 2.0 | 14.6 | No | Yes |
| Gender | | | | | | | | | |
| Male | 198 | 93.9 | 63.7 | 26.8 | 7.3 | 2.2 | 14.5 | N/A | N/A |
| Female | 193 | 94.3 | 51.7 | 40.4 | 6.2 | 1.7 | 14.6 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | |
| White | 10 | 80.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| African American | 373 | 94.4 | 59.6 | 33.4 | 5.8 | 1.2 | 12.5 | No | Yes |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Hispanic | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not Disabled | 307 | 99.3 | 51.2 | 39.1 | 7.4 | 2.4 | 16.8 | N/A | N/A |
| Disabled | 84 | 75.0 | 90.0 | 6.7 | 3.3 | 0.0 | 3.3 | No | No |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 391 | 94.1 | 57.7 | 33.6 | 6.7 | 2.0 | 14.6 | N/A | N/A |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Non-Limited English Proficient | 391 | 94.1 | 57.7 | 33.6 | 6.7 | 2.0 | 14.6 | N/A | N/A |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 372 | 94.1 | 58.4 | 32.8 | 6.7 | 2.1 | 14.7 | No | Yes |
| Full-pay meals | 17 | 94.1 | 43.8 | 50.0 | 6.3 | 0.0 | 12.5 | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|--------------------------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| Science | | | | | | | |
| All Students | 391 | 94.4 | 68.1 | 24.2 | 4.3 | 3.5 | 7.7 |
| Gender | | | | | | | |
| Male | 198 | 94.4 | 74.1 | 18.0 | 3.2 | 4.8 | 7.9 |
| Female | 193 | 94.3 | 62.0 | 30.5 | 5.3 | 2.1 | 7.5 |
| Racial/Ethnic Group | | | | | | | |
| White | 10 | 80.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 373 | 94.6 | 69.3 | 24.3 | 3.9 | 2.5 | 6.4 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 307 | 99.3 | 61.3 | 29.6 | 4.7 | 4.4 | 9.1 |
| Disabled | 84 | 76.2 | 93.7 | 3.8 | 2.5 | 0.0 | 2.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 391 | 94.4 | 68.1 | 24.2 | 4.3 | 3.5 | 7.7 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 391 | 94.4 | 68.1 | 24.2 | 4.3 | 3.5 | 7.7 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 372 | 94.4 | 68.8 | 23.7 | 3.9 | 3.6 | 7.5 |
| Full-pay meals | 17 | 94.1 | 52.9 | 35.3 | 11.8 | 0.0 | 11.8 |

| | | | | | | | |
|--------------------------------|-----|-------|------|------|------|-----|------|
| Social Studies | | | | | | | |
| All Students | 391 | 94.4 | 58.8 | 36.7 | 4.0 | 0.5 | 4.5 |
| Gender | | | | | | | |
| Male | 198 | 94.4 | 63.0 | 29.6 | 6.9 | 0.5 | 7.4 |
| Female | 193 | 94.3 | 54.5 | 43.9 | 1.1 | 0.5 | 1.6 |
| Racial/Ethnic Group | | | | | | | |
| White | 10 | 80.0 | I/S | I/S | I/S | I/S | I/S |
| African American | 373 | 94.6 | 59.7 | 36.5 | 3.6 | 0.3 | 3.9 |
| Asian/Pacific Islander | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Hispanic | 7 | 100.0 | I/S | I/S | I/S | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Disability Status | | | | | | | |
| Not Disabled | 307 | 99.3 | 53.2 | 41.8 | 4.4 | 0.7 | 5.1 |
| Disabled | 84 | 76.2 | 79.7 | 17.7 | 2.5 | 0.0 | 2.5 |
| Migrant Status | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Migrant | 391 | 94.4 | 58.8 | 36.7 | 4.0 | 0.5 | 4.5 |
| English Proficiency | | | | | | | |
| Limited English Proficient | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Non-Limited English Proficient | 391 | 94.4 | 58.8 | 36.7 | 4.0 | 0.5 | 4.5 |
| Socio-Economic Status | | | | | | | |
| Subsidized meals | 372 | 94.4 | 59.6 | 36.2 | 3.6 | 0.6 | 4.2 |
| Full-pay meals | 17 | 94.1 | 41.2 | 47.1 | 11.8 | 0.0 | 11.8 |

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | Grade | Enrollment 1 st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|-------|--|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 80 | 100.0 | 39.5 | 52.6 | 7.9 | 0.0 | 7.9 |
| | 5 | 68 | 98.5 | 35.4 | 56.9 | 7.7 | 0.0 | 7.7 |
| | 6 | 86 | 97.7 | 70.9 | 21.5 | 7.6 | 0.0 | 7.6 |
| | 7 | 100 | 97.0 | 41.3 | 52.2 | 6.5 | 0.0 | 6.5 |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 65 | 92.3 | 42.9 | 42.9 | 14.3 | 0.0 | 14.3 |
| | 5 | 79 | 93.7 | 40.3 | 47.2 | 12.5 | 0.0 | 12.5 |
| | 6 | 72 | 94.4 | 42.4 | 37.9 | 18.2 | 1.5 | 19.7 |
| | 7 | 79 | 94.9 | 55.6 | 37.5 | 6.9 | 0.0 | 6.9 |
| | 8 | 96 | 94.8 | 41.8 | 49.5 | 8.8 | 0.0 | 8.8 |
| Mathematics | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 80 | 100.0 | 48.7 | 38.2 | 11.8 | 1.3 | 13.2 |
| | 5 | 68 | 98.5 | 38.5 | 52.3 | 7.7 | 1.5 | 9.2 |
| | 6 | 86 | 98.8 | 50.0 | 42.5 | 6.3 | 1.3 | 7.5 |
| | 7 | 100 | 97.0 | 46.7 | 44.6 | 6.5 | 2.2 | 8.7 |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 65 | 92.3 | 55.4 | 35.7 | 5.4 | 3.6 | 8.9 |
| | 5 | 79 | 93.7 | 65.3 | 26.4 | 6.9 | 1.4 | 8.3 |
| | 6 | 72 | 94.4 | 33.3 | 47.0 | 15.2 | 4.5 | 19.7 |
| | 7 | 79 | 94.9 | 55.6 | 40.3 | 4.2 | 0.0 | 4.2 |
| | 8 | 96 | 94.8 | 72.5 | 23.1 | 3.3 | 1.1 | 4.4 |
| Science | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 80 | 100.0 | 60.5 | 30.3 | 5.3 | 3.9 | 9.2 |
| | 5 | 68 | 98.5 | 64.6 | 29.2 | 4.6 | 1.5 | 6.2 |
| | 6 | 86 | 98.8 | 68.8 | 23.8 | 2.5 | 5.0 | 7.5 |
| | 7 | 100 | 97.0 | 56.5 | 35.9 | 5.4 | 2.2 | 7.6 |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 65 | 93.8 | 70.5 | 19.7 | 6.6 | 3.3 | 9.8 |
| | 5 | 79 | 93.7 | 67.5 | 24.7 | 3.9 | 3.9 | 7.8 |
| | 6 | 72 | 94.4 | 63.2 | 23.5 | 5.9 | 7.4 | 13.2 |
| | 7 | 79 | 94.9 | 76.3 | 19.7 | 3.9 | 0.0 | 3.9 |
| | 8 | 96 | 94.8 | 63.8 | 30.9 | 2.1 | 3.2 | 5.3 |
| Social Studies | | | | | | | | |
| 2005 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 80 | 100.0 | 42.1 | 46.1 | 9.2 | 2.6 | 11.8 |
| | 5 | 68 | 98.5 | 56.9 | 36.9 | 1.5 | 4.6 | 6.2 |
| | 6 | 86 | 98.8 | 65.0 | 26.3 | 8.8 | 0.0 | 8.8 |
| | 7 | 100 | 97.0 | 59.8 | 31.5 | 8.7 | 0.0 | 8.7 |
| | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2006 | 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | 4 | 65 | 93.8 | 47.5 | 42.6 | 8.2 | 1.6 | 9.8 |
| | 5 | 79 | 93.7 | 72.7 | 24.7 | 2.6 | 0.0 | 2.6 |
| | 6 | 72 | 94.4 | 44.1 | 52.9 | 2.9 | 0.0 | 2.9 |
| | 7 | 79 | 94.9 | 69.7 | 28.9 | 1.3 | 0.0 | 1.3 |
| | 8 | 96 | 94.8 | 56.4 | 37.2 | 5.3 | 1.1 | 6.4 |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|-------------------|------------------------------|---|-----------------------------|
| Students (n= 416) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 9.5% | Up from 0.0% | 9.4% | 16.7% |
| Retention rate | 3.5% | Up from 3.2% | 4.3% | 2.5% |
| Attendance rate | 96.6% | Up from 96.4% | 95.0% | 96.0% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 4.9% | Down from 9.2% | 2.2% | 0.9% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 4.9% | Down from 6.7% | 2.2% | 1.0% |
| Eligible for gifted and talented | 14.0% | Up from 11.9% | 5.0% | 15.6% |
| On academic plans | 32.9% | N/AV | 51.3% | 39.9% |
| On academic probation | 38.0% | N/AV | 4.2% | 0.7% |
| With disabilities other than speech | 15.0% | Up from 9.6% | 15.0% | 12.4% |
| Older than usual for grade | 9.6% | Up from 8.5% | 8.7% | 4.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.6% | Up from 3.0% | 2.3% | 0.9% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 30) | | | | |
| Teachers with advanced degrees | 46.7% | Down from 50.0% | 55.0% | 52.4% |
| Continuing contract teachers | N/AV | | N/AV | N/AV |
| Classes not taught by highly qualified teachers | 21.2% | N/A | 18.4% | 9.1% |
| Teachers with emergency or provisional certificates | 3.7% | Down from 14.3% | 20.0% | 5.6% |
| Teachers returning from previous year | 82.9% | Down from 85.6% | 79.5% | 84.6% |
| Teacher attendance rate | 94.3% | Up from 90.8% | 94.3% | 94.8% |
| Average teacher salary | \$38,914 | Up 2.3% | \$41,412 | \$42,267 |
| Prof. development days/teacher | 16.1 days | Up from 10.2 days | 12.8 days | 11.9 days |
| School | | | | |
| Principal's years at school | 1.0 | Up from 0.5 | 2.0 | 3.0 |
| Student-teacher ratio in core subjects | 17.4 to 1 | Down from 17.7 to 1 | 18.2 to 1 | 21.1 to 1 |
| Prime instructional time | 90.1% | Up from 86.0% | 87.2% | 89.0% |
| Dollars spent per pupil* | \$7,384 | Up 5.6% | \$8,246 | \$6,243 |
| Percent of expenditures for teacher salaries* | 57.2% | Up from 55.5% | 54.5% | 59.8% |
| Percent of expenditures for instruction* | 61.2% | | 62.0% | 65.2% |
| Opportunities in the arts | Poor | No change | Good | Good |
| Parents attending conferences | 98.3% | Up from 78.3% | 86.5% | 97.4% |
| SACS accreditation | Yes | Up from No | Yes | Yes |
| Character development | Good | Up from Average | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|------------------------|----------------------------|
| Classes in low poverty schools not taught by highly qualified teachers | N/A | 6.2% |
| Classes in high poverty schools not taught by highly qualified teachers | 20.6% | 10.2% |
| | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers in this school | 0.0% | No |
| Student attendance in this school | 94.0%* | Yes |

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Scott's Branch Intermediate School continues to be committed to preparing our students for a higher level of learning where we strive for academic excellence for all of our students to become proficient or advanced as measured by the PACT. Twenty-seven eighth-grade students took English I and Algebra I and showed noted academic success as measured by their performance on the End-of-Course tests. Over 90% of them passed and two of them had a perfect score. Other noted achievements included students in grades six through eighth excelling in science at the state level. Five students won a total of \$2,000 in saving bonds and received first and third prizes. An eighth grader and a fifth grader won first place in the Lieutenant Governor's writing competition. Our school was awarded a Comprehensive School Reform Grant as well as a federally funded Improving Literacy Through Technology library grant that was shared with the two other schools in our district. The latter grant enabled us to have a library assistant and offer extended hours to students and community residents. We have continued our partnerships with both the Blue Ribbon School of Excellence and the Galef Institute to provide staff development to teachers in all core subjects to use best instructional practices and implement curriculum standards. Teachers were also provided with strategies to effectively integrate technology in their lessons (by using the global and wireless labs, ETV Streamline, Larson's, Math, Brainpop and Reading Plus), create interdisciplinary units, write across the curriculum and authentically access learning. Artists-in-residence also made major contributions to the learning process in the areas of art and music.

Several parents volunteered on a regular basis and were afforded opportunities to take an active role in their children's educations through parent summits and parent leadership training. Our PTO and School Improvement Council were a part of our educational process as members actively participated in meetings and sponsored activities for our students. We will continue to enhance our learning environment and equip teachers by empowering them with the necessary tools to provide quality instruction as we solicit the support of all stakeholders and the community at large.

Ernestine Oliver, Interim Principal
 Dorothy Thomas, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 27 | 100 | 26 |
| Percent satisfied with learning environment | 59.3% | 70.7% | 65.4% |
| Percent satisfied with social and physical environment | 74.1% | 55.6% | 76.0% |
| Percent satisfied with school-home relations | 18.5% | 81.8% | 79.2% |

*Only students at the highest middle school grade level at this school and their parents were included.